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ABSTRACT

Providing introduction to the whole language philosophy, this book aims to demonstrate that whole language is indeed good education. It outlines what kinds of research support whole language education, how a whole language philosophy may be carried out in practice, and how to go about implementing a whole language philosophy in a school or a school system. The book is designed for a broad audience of not only teachers and teacher educators but also curriculum supervisors and specialists, principals and superintendents, parents, and members of school boards. The chapters progress from defining whole language to fostering the development of whole language teachers and creating whole language classrooms and schools, from principles to practice. Chapter titles are: (1) What Whole Language Is, and Why Whole Language; (2) Defining and Redefining Literacy; (3) Impetus for Revision and Reform; (4) Developing Language and Literacy; (5) What Does the Research Say? Research in Support of Part-to-Whole; (6) What Does the Research Say? Research in Support of Whole-to-Part; (7) Developing Phonics Knowledge in Whole Language Classrooms; (8) Developing Comprehension and Thinking in Whole Language Classrooms; (9) Reconsidering Standardized Tests for Assessment and Accountability; (10) Reconceptualizing and Reclaiming Assessment and Accountability; and (11) From Understanding to Implementing a Whole Language Philosophy. (MG)

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